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EDITED BY

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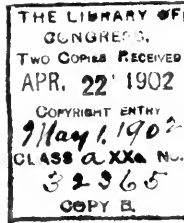
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PREFACE

THE papers published in the following pages all deal with the problem of English in the elementary school. Dr. Maxwell's masterly treatment of several phases of composition writing has already stimulated to better methods the hundreds of principals and teachers who heard its oral delivery before the Society for the Study of Practical School Problems. Its publication herewith is destined to influence for good every school within the borders of the Greater City and, we trust, many schools outside those limits.

Superintendent Meleney's exposition of the English in our Course of Study will be welcomed by every progressive principal in the city of New York.

Miss Arnold is an acknowledged authority on English-teaching. The contents of her paper were delivered as an extemporaneous lecture before the Society, and are here printed from stenographic notes made by our Recording Secretary. The reader will be particularly interested in Miss Arnold's insistence upon oral drill as a necessary preparation for written work. Equally valuable is her suggestion that only the more flagrant errors of form be corrected in each class, and that these be selected from conversations and compositions, rather than from books.

The outline on Grammar has been in use in Public School 19 (Manhattan) for three years, and in a limited number of other schools for the same time. It has not hitherto been available, although many teachers and principals have applied for copies. At their request the Society is reprinting the paper in the present form.

J. S. T.

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NEW YORK, *February 15, 1902.*

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COMPOSITION*

BY WILLIAM H. MAXWELL, PH.D.,

Superintendent of Schools, New York City

The discussion is concerned chiefly with two points :

- (a) The use of models in the seventh and eighth years;
- (b) The correction of children's compositions.

But, by way of introduction to these main topics, it is necessary to run over very briefly the kind of work to be done during the first six years.

I. ORAL COMPOSITION

Oral composition is the natural beginning of the subject. This may take the following forms:

(a) All answers to questions in the class room should be required in complete statements. If the question is, "How many are five and three?" do not take "eight" for an answer, but insist on, "Five and three are eight." If the question is, "What is the capital of New York?" the answer must be, "The capital of New York is Albany." The use of a complete sentence as the

* The following is an abstract written by the Editor from long-hand notes taken by himself during the delivery of Dr. Maxwell's address. Our Recording Secretary took stenographic notes of it, from which he has written a complete report. This has been for some time in the Superintendent's hands for revision, but, owing to the enormous pressure of work incident to the inauguration of the new Educational Charter, he has been unable to undertake this editorial work. In order that the publication of the pamphlet may be no longer delayed, the Editor has assumed the responsibility of publishing this authorized abstract. In the next issue of "Practical School Problems" we hope to print the complete address, properly revised by the author.

J. S. T.

expression of a thought should be taught from the first day of school. In our adult life we properly abbreviate sentences to save time and effort; but in language training the case is different. Here we must insist upon the complete form so that the pupil may have it thoroughly impressed upon his mind. Moreover, English is to many of our children a foreign language, and every good teacher of a foreign language insists upon complete statements.

(*b*) Another subject for oral composition is the contents of the reading lesson.

(*c*) A third form is the telling or reading of fairy tales and stories. The gift of story telling is one of priceless value to a teacher. Children should be trained to give back such stories in an abridged form (abstract).

(*d*) Another valuable exercise is the description of processes in arithmetic and manual training. Such descriptions should be brief and informal, and must not in any case be allowed to degenerate into formulas committed to memory; for when this is the case, children are no longer composing, but reciting parrot-fashion.

(*e*) A very valuable exercise is found in the separation of sentences from the grade reading into complete subjects and complete predicates. We need not necessarily use these terms, but from the third year upward all children should get constant practice in this exercise. In this way is formed the habit of judging sentences by the standard of their essential parts, and children will then be able to criticise their own compositions.

(*f*) Another drill in oral composition is the recitation of good prose and poetry. Teachers are prone to limit their selections to poetry, but for the language side of these drills prose is as essential as poetry.

(*g*) Finally, a good drill in oral composition is afforded by exercises in explaining the meaning of words. The teacher should remember that putting words into sentences is not a method of

teaching the meaning of words, but a method of determining whether the meaning of a word is known. (Read Bain's "Science of Education.")

In all these conversations the aim must be to find easy subject-matter, confined within the limit of the child's experience. Constant watchfulness is required to keep children from falling into the "and" habit, the most dreadful malady to which young writers and speakers are subject.

II. WRITTEN COMPOSITION

(a) The first and simplest form of composition is the old-fashioned but much neglected exercise in copying out of the reader. If this is done with absolute accuracy as to spelling, punctuation, capitals, etc., it is good language training.

(b) Dictation. This is a test of something previously taught. Hence, whatever is dictated should first have been copied or otherwise studied. Never dictate an entirely new selection. The chief use of this exercise is drill in mental alertness, spelling, capitals, and punctuation. Be careful not to dictate too rapidly, nor yet too slowly. If the time allowed is too long, no alertness is cultivated. If the time is too short, failure and discouragement are the result.

(c) A third form of written composition is the formation of sentences. The models upon which such sentences should be based were formulated by the Germans. The following list is found to exhaust the possibilities of construction in the simple sentence:

- (1) What things do. The dog barks.
- (2) What is done to a thing. The tree is shaken.
- (3) Of what quality things are. The rose is red.
- (4) What things are. Baseball is a game.
- (5) What things do to things. The cow eats grass.

Infinite variety may be introduced, as, for instance, by changing

the noun to the singular or plural; by the use of the pronoun; by changing the present tense to the past, future, etc. In the sixth year a good course of old-fashioned grammar should be introduced, and in this the children should have a thorough drill, both of the analytic and synthetic kind.

(*d*) The fourth form of written composition consists of stories, descriptions, and narratives, based chiefly on observation.

III. THE USE OF MODELS IN SEVENTH AND EIGHTH YEARS

The normal conditions of writing are these :

(*a*) The writer has something he wishes to say.

(*b*) He assumes that some one is interested in what he writes.

In the class room these conditions are naturally not present. Hence the teacher must create them. This he can do—

(*a*) By limiting the composition to subjects that children know.

(*b*) By finding something in literature that shows how common things may be made interesting by the way they are treated.

If, for instance, we take a game played by the children, they see nothing particularly interesting in it for a composition. But if we read some great writer's description of such a game, they are intensely interested, and by skillful handling one can arouse in them the feeling, "I have something to say, and some one would like to hear it." This audience is the class itself, and it may be made a powerful educative force in many ways.

Biography is full of examples of the value of imitation in learning to acquire a style. Johnson recommended the style of Addison for this purpose. Franklin followed Johnson's advice. Stevenson acknowledges that he employed a similar method.

(1) How to Select a Model

(*a*) The first requisite is that it must possess literary value. Teachers should not, as a rule, undertake to manufacture models.

(b) Each model should be in itself complete.

(c) Models should not be too long ; five hundred words should be the maximum.

(d) The model should appeal directly to the child's interest and knowledge.

(e) It must illustrate either exposition, description, or narration.

(2) How to Use the Model

(a) Every pupil must himself read the model. Even a black-board copy is not near enough to the child. He should hold it in his hand, so that he may study it at close range.

(b) By some way we must get the pupil to appreciate the merit of the model.

(c) Each model is to be selected for one special characteristic. This point is to be impressed upon the pupil. Not more than one characteristic is to be looked for in any one specimen. Among the things to look for are clearness, choice of words, and in every instance the plan that was in the writer's mind (outline).

(3) How to Imitate the Model

(a) After studying the model, put it aside, and let the children reproduce it (not paraphrase it) as nearly as they can.

(b) Let each write an imitation of it on a kindred subject. If the model describes a man, the imitation will describe another man. If the model is a fable, let the class invent a similar fable. If the letter is the model, a similar one is written, or the model is answered in the appropriate way.

Here Dr. Maxwell read from the "Hoosier Schoolboy" a description of a game, and then he read a number of children's compositions describing other games after the manner of the model.

The study of this description resulted in the discovery that it is so clear that one who never heard of the game could play it after reading what the author wrote. Clearness is the excellence to be imitated. The plan was discovered to include—

- (1) An introduction.
- (2) A body ; namely, the description.
- (3) A conclusion ; why the game is interesting.

A Christmas letter from Phillips Brooks revealed the fact that one must constantly keep in mind, when writing a letter, the person to whom the letter is addressed. The children were then requested to write a suitable answer to the letter, drawing upon their imagination for the materials.

The fable of “The Wolf and the Lamb” was used to show what the teacher can do to assist children to get the most value out of a model. Point out the nature of a fable; also the moral. Invent similar fables; as, “The Hen and the Worm,” “The Cat and the Bird.” The teacher may make an imitation to assist the class. A very clever one was read.

IV. PRINCIPLES TO BE OBSERVED IN CORRECTING COMPOSITIONS

In correcting compositions three principles are to be borne in mind :

(a) Children should learn to correct their own errors. That is one aim of the lesson.

(b) They are to learn to correct errors, not in a mechanical way, but by using their intelligence.

(c) They are to look for one thing at a time.

Children should write often to get the necessary practice. Use fifteen minutes to compose and fifteen to correct. The following general plan of correcting was suggested :

- (1) First have them read for the paragraph structure.
- (2) Then read again for sentence structure. Here refer to the grammar; apply the test of subject and predicate; look for concords—subject and predicate, pronoun and antecedent, etc.
- (3) Finally examine every word for spelling.

LANGUAGE-TEACHING

BY CLARENCE E. MELENEY

Associate Superintendent

INTRODUCTION

At a meeting of the Society for the Study of Practical School Problems, held in May, 1900, Associate Superintendent C. E. Meleney gave an address on "The Content in Language-Teaching." This was followed, at the succeeding meeting, by another address on "Language as a Means of Expression." At this time, for want of the original notes, it is impossible to reproduce those papers. The subject was taken up by the Superintendent and the principals of the group of schools over which he had supervision, with an outline as a basis for the practical working out of a graded course in language for the schools of the group. Committees of principals spent several months in the formulation and discussion of the proposed work in the several grades of the elementary schools. Each committee presented the results of its study in conferences of the whole; and the reports were formulated into a general scheme, consisting of an introduction and a graded outline of suggested work in language on the expression side. The object was to have in these schools a uniform graded working-basis for language-teaching, that each principal could use, so far as the needs of his school might require.

Almost a year has elapsed since this was accomplished, and

typewritten copies of this outline for language-teaching have been in the hands of the principals. After much solicitation on the part of the officers of this Society, the Superintendent and the principals of the group of schools have consented to the printing of a limited number of copies of the scheme, with the understanding that it is not official, not authoritative, but is to be viewed only as a contribution to the general discussion of the subject of Language-Teaching in our schools—a subject which has occupied so much of the thought and study of this Society.

LANGUAGE-TEACHING

The work in language must be considered with a view to the two uses of language; viz., as a means of getting information, and as a means of giving information.

I. LANGUAGE AS A MEANS OF GETTING INFORMATION

1. Association.—Pupils must become familiar with the words that stand for ideas, so that the sight or hearing of the word will instantly call up the idea, and the idea will find expression in words. All names of objects, actions, and qualities; all phrases and sentences expressing relations, facts, conditions, etc., must be taught in connection with the objects, actions, etc. At first all these must be objective—present to the senses, perceptive. The second set of ideas must be apperceptive; that is, readily understood by reference to known ideas.

In the first-year grades the following analysis might be observed:

Words, phrases, and sentences representing objects, and relations of place, time, manner, and cause, observed through—

- (a) The eye. Also qualities of color, size, and material.
- (b) The ear; as sounds, tones, and movements.
- (c) The touch; as hardness and roughness.

Later ideas derived from—

- (d) The senses of taste and smell.

All these ideas are to be perceived by actual experience; and

the words, phrases, and sentences should be taught at the time of such experience. Comparison of objects, qualities, etc., should also be made.

Suggestions

Teachers should make a careful selection of material from the child's own environment. This might be classified under (1) human relations, and (2) natural relations.

They should then prepare a progressive course of lessons dealing with the above studies. It is not wise to depend always upon published charts and reading-books, as the subject-matter may not be close to the child's life. When books are introduced, care should be taken that all the new ideas contained in the lessons be made conscious to the child before the words and sentences are used. After words, phrases, and sentences have been properly presented, and the association established, it will be necessary to institute drill-work for practice in thinking and in pronunciation. All words, phrases, and many short sentences should be presented on teachers' charts and cards, to be placed before the class for drill. Familiarity will come from oral exercises from the charts, and from frequent copying by the pupils. Children should be trained to recognize these forms at a glance, to hold them in the mind, and to recite them without looking on the written or printed form.

While this work in association is going on, children should commit to memory rhymes and poems. The main object of this is to supply words that the children will love to say over and over again for the pleasure of the rhythm; and they will thus acquire facility in correct pronunciation. It is not necessary here to make this association. The thousands of foreign-speaking children need this to aid them in mastering English sounds and words. Some verses of this kind should be written on charts or on the board, after the first few months of school, for practice in making the association between the oral and the written expression.

2. Memory.—The memory is strengthened by exercises similar to those above mentioned, by reproducing orally the words, the phrases and rhymes, and by frequent copying. Teachers will ask questions about facts and stories told and read. Exercises in repeating whole sentences from the reading-lesson, after silent study of the same, should be given constantly.

3. Imagination.—This power must be cultivated by—

- (a) Stories and fables treating of persons, places, things, and events that come within the range of the child's experience; of home life; of good conduct; of happy relations with society and life. The selection should be made from the best authors and with great care.
- (b) Reference to best authors; as, Miss Poulsson's "In the Child's World," Miss Badlam's "Language and Reading," Hans Christian Andersen's "Stories," Æsop's "Fables," etc.

4. Ear-Training.—After a good beginning has been made in teaching the children to get simple ideas and stories, attention should be directed to cultivating correct hearing. Teachers should pronounce clearly and deliberately each word, phrase, sentence, and the elementary sounds of words. The charts above referred to may be used for these exercises. Teachers should read with deliberation and good natural expression, but be careful not to indulge in dramatic or overdrawn inflection or artificial voice-tones. Acute and accurate ear-perception is essential to correct speech. Criticism of incorrect pronunciation should be avoided. Children will learn better by imitation of correct models; and teachers should be careful always to use pure and correct English. The exercises under this division of the work are—

- (a) Pronouncing clearly and slowly words, phrases, and short sentences, followed by individual and class drill.
- (b) Careful phrasing of sentences.
- (c) Natural tone and inflection.
- (d) Simple questions and answers.
- (e) Colloquial expressions.
- (f) Easy conversation.

- (g) Model reading by teacher.
- (h) Recitation of rhymes and poetry.
- (i) Reading of stories by the teacher for the purpose of giving information and of affording pleasure.

5. Eye-Training.—Children should be trained to—

- (a) Recognize instantly words, phrases, and sentences from board, charts, cards, and books. Words, in columns, should be arranged in subject-groups and in phonetic-groups.
- (b) Read silently whole sentences.
- (c) See the syllables and letters of a word quickly, so as to write the word as a whole.

II. LANGUAGE AS A MEANS OF GIVING INFORMATION

1. Spoken Language.—Correct oral speech is more important than written language as a means of conveying thought, because—

- (a) It is more generally employed.
- (b) It prepares for written expression.

The first object to be attained is fluency, with readiness and willingness to speak.

The second object is the correct form of words and sentences.

The exercises employed for the development of correct speech are—

- (a) Those used in connection with ear and eye training, above mentioned, to cultivate correct articulation.
- (b) Speaking in sentences the thoughts derived from hearing, seeing, feeling, and imagination.
- (c) Repeating fluently and naturally sentences from a reading-lesson.
- (d) Telling the facts of a paragraph or story.
- (e) Reciting from memory poetry or prose.
- (f) Conversation.

2. Written Language.—The ends to be kept in view are—

- (a) Readiness in writing, willingness to write, and enjoyment of writing.
- (b) Correctness of form, including correct spelling; correctness of phrase and sentence forms in all particulars; and legibility of penmanship.

The exercises to be employed are—

- (a) *Copying* (eye and hand training) words, phrases, and sentences from board, charts, cards, and books (copy-books or readers). This should begin when the teacher writes the first word on the board, and should continue throughout the primary grades and as long as new forms are taught. From the first, children should use the blackboard, and write with the arm movement, in large, plain forms.
- (b) *Dictation* (ear, thought, and hand training) of words, phrases, and sentences which have been written previously, during study.

Method

After preparation by study and copying—

1. Teacher should read the words, phrase, or sentence as a unit.
2. Children should repeat mentally.
3. Pupils should write.

The unit should be read but once or twice by the teacher. Dictation exercises may begin during the second-year grade (2a), and should be given daily throughout the elementary course.

- (c) *Writing from Memory* (thought and hand training) words, phrases, and sentences in the words of the author.

Method

Pupils should—

1. Read the selections, and commit them to memory.
2. Repeat mentally.
3. Write.

These exercises should be commenced in the second year, and continue throughout the course.

Suggestions

Dictation and memory exercises should be short and interesting, and should be done quickly and neatly. Children should be taught to correct their own errors, and to rewrite, if necessary. Few of the exercises should be preserved. The end is accomplished when the work is well done. Whole sets may be kept for the purpose of enabling the pupils to note their own progress from month to month. Teachers should make more comments on good work than on errors to be criticised. All new words and grammatical forms should be taught by copying, and tested by dictation and memory writing.

- (d) *Writing from Outline*, composition, in language of the pupils or authors, the substance of the sentence, the paragraph, and, in higher grades, the story.

Method

1. Teacher should read or narrate, or pupils should read silently or orally.
2. Teacher and class should agree upon points to be written on board.
3. Pupils should compose a sentence on each point mentally.
4. Pupils should write in complete sentences.
5. Some pupils should read their sentences.
6. Suggestions and comments should be made by pupils and teacher.
7. Pupils should correct errors.

Suggestions

The subject-matter should be interesting, thoroughly understood, and written under the impulse aroused by interest when fresh in the mind. It is not supposed that all errors in a given exercise should be corrected. Pupils should be encouraged to improve any exercise. The teacher should give praise rather for the thought expressed and the naturalness and spirit of the expression than for the form. This work may begin in the third year, and should be continued throughout the course. The basis may be a reading-lesson, a fable or story, a picture, natural objects, or the child's experience.

(e) *Original Compositions.* The nature of these may be as follows:

- (1) *Narrative*, based upon events of a story, circumstances in a person's life, or circumstances of a child's experience. The proper sequence of events should be observed.
- (2) *Descriptive*, based upon study of objects in nature; of objects in a city, as buildings or works of construction; of actions; or of processes. Comparison of qualities or characteristics may be made.
- (3) *Imaginative*, either narrative or descriptive.

Suggestions

The subject-matter of all compositions should be selected from the child's knowledge, preferably from subjects in the course of study. The aim should be to use well-known facts and to help fix those facts by giving expression to them. The compositions should be short, and should be written when the subject is fresh in the mind. The writing of compositions should be begun by the third year, and should be continued throughout the course. There should be very little criticising, and much appreciation of effort.

The following gives the plan of work in written language by grades, so far as it relates to form.

TYPES OF WRITTEN FORMS BY GRADES

Grade 1a

1. Punctuation and Capitals.—1. The period and the question-mark. 2. Capitals—at the beginning of a sentence, the pronoun “I,” the initial letters of persons’ names.

2. Word Forms.—Words learned in the reading-lessons, singular and plural nouns, simple sentences.

3. Letter Forms.—Attention should be directed to those forms that present difficulty when words are written.

Grade 1b

1. Punctuation and Capitals.—The same as in Grade 1a.

2. Word Forms.—The same as in Grade 1a; also personal pronouns, singular and plural; forms of the verb “to be” and other common verbs in agreement with singular and plural subjects; use of “a” and “an”; possessive form of singular nouns.

3. Letter Forms.—All the small letters and such of the capitals as are in common use by children of this grade.

Grade 2a

1. Punctuation and Capitals.—1. First use of comma. 2. Capitals in days of week, in names of months, and in names of places.

2. Word Forms.—Abbreviations observed in reading-lessons, as, Mr., Mrs.; the use of prepositions in phrases.

3. Letter Forms.—All the capital letters found in lessons.

Grade 2b

1. **Punctuation and Capitals.**—1. Use of comma continued.
2. Capitals used in poetry.
2. **Word Forms.**—Irregular plurals, as, “feet,” “teeth”; the past tense of common verbs; the use of adverbs.
3. **Letter Forms.**—All capital letters.

Grade 3a

Observe in the reading-lessons the technical forms mentioned below. Pupils should become familiar with them, and acquire the habit of using them correctly. To acquire this habit, they should copy them, write them from memory and from dictation, and use them in their own compositions.

1. **Capitals.**—At the beginning of a sentence; at the beginning of each line of poetry; the pronoun “I”; initials of persons’ names; initials of names of places, days of week, and months of the year; the first letter of the word beginning a direct quotation.

2. **Punctuation.**—Period or question-mark at end of sentence, period after abbreviation, quotation-marks in undivided quotations, comma with quotation.

3. **Abbreviations.**—Mr., Mrs., title with teacher’s name, street, avenue, New York.

4. **Word Forms.**—Singular nouns; plurals in “s”; a few common plurals, like “teeth,” “feet”; singular possessive forms; verb forms in common use, as, “is, are,” “was, were,” “has, have,” in agreement with subjects.

5. **Letter Forms.**—All small and capital letters in common use.

6. **The Sentence.**—Pupils should recognize the complete sentence, and write it as a whole.

7. **The Paragraph.**—Pupils should recognize paragraphs in

reading-lessons; they should observe the relation of the sentences, and should write a paragraph.

8. A Letter.—Observe and study a model letter, copy it, and write it from dictation and from memory.

The reading-lessons will furnish all the models of form above mentioned.

Method

1. Study the model as to punctuation, spelling of words, and agreement of subject and predicate (without using these technical terms).

2. Memorize it by repetition orally.

3. Memorize it by copying.

4. Write it from dictation.

5. Write it from memory.

6. Compare it with the original, and correct any mistakes.

It is not expected that the reading-lesson is to be interrupted by study of the sentences. After each reading-lesson the teacher should select one or more easy sentences that illustrate one or more of the forms that need to be taught. By using one, or at most a few, each day, all the forms will be easily taught, and the habit of using them correctly will become established.

Grade 3b

Note the items mentioned for the previous grade.

1. Capitals.—The same as in Grade 3a.

2. Punctuation.—The same as in Grade 3a; the use of the comma in separating parts of the sentence.

3. Abbreviations.—A.M.; P.M.; abbreviations of names of months in dates.

4. Contractions.—"I'm," "you're," as found in reading-lessons.

5. Word Forms.—Plurals in "es" and "ies"; some common irregular plurals as they occur in reading-lessons; also the apostrophe in singular possessives and in contractions; pronouns in

common use; agreement of common verbs, in singular and plural, with their subjects.

6. Typical Forms.—Paragraph, letter, and composition, to be copied, and written from memory and from dictation.

Suggestions

The above technical forms of written language are mentioned as *studies of forms* which the pupils will find in reading-lessons, and which they will acquire the habit of writing correctly in this grade.

A few good examples, as they occur in reading-lessons, should be studied and written each day. The children should be led to see why each example has been selected; that is, what it is to illustrate. Some examples might be written on charts, for ready reference. This study of form must not be made too exacting. The most important language-work should be directed to getting thought from the book by silent and oral reading, and by reproducing readily and fluently in speech, and occasionally in writing. All written efforts of this kind should be very brief. There should be very little criticism as to the technical forms, the object being to induce freedom of expression.

Grade 4a

In this and the following grades simple compositions and letters are to be written with the aid of outlines.

1. Informal Compositions should be written almost every day, immediately following some interesting lesson on history, geography, literature, or picture-study. Not more than ten minutes should be allowed. The teacher should suggest the subject; but the pupils should be free to write on anything that has impressed them favorably. The objects should be (1) reproduction as to facts; (2) proper sequence; (3) grammatical form. The method should be (1) oral statement of facts in sentences; (2) comments and commendation; (3) written sentences; (4) reading by individual pupils; (5) comments by teacher or pupil.*

* These remarks apply equally and progressively to all subsequent grades.

2. **The Stated Composition of the Month** should be short. Criticisms should be directed to one class of errors at a time.

3. **Technical Forms** should be reviewed, and new ones taught by the graded plan employed in previous grades. Typical examples of form may be found in reading-lessons. After each reading-lesson, one or two good examples should be studied and copied, and the pupils should be tested by dictation and memory exercises. Reference to the models should be made, when errors are found in compositions.

In this grade the following forms should receive careful attention:

1. **Capitals.**—Initial letter of proper names, of days of week, and of names of months; first letter in quotation; first letter of line of poetry.

2. **Punctuation.**—Period, interrogation-point, exclamation-point, comma, apostrophe, quotation-marks.

3. **Abbreviations.**—As they occur in names, in titles, in arithmetic, and in geography.

4. **Contractions.**—Such simple ones as occur in reading-lessons.

5. **Word Forms.**

(a) Spelling of singular nouns; plurals in "s," "es," "ies"; irregular plurals; as, "men," "children," etc.

(b) Spelling of personal pronouns; as, "he, him," "she, her," "they, them."

(c) Common verbs (as, "run, runs," "walk, walks," etc.) in agreement with their subjects.

6. **The Sentence.**—Pupils should acquire the idea of what a sentence is, and should know when it ends, and when another may begin.

Suggestions

As examples are studied and copied, pupils should understand what forms are being illustrated. Pupils may also learn to select from the reading-lesson good illustrations of form. When errors occur in compositions, the pupils making them should be referred to the models, and be allowed to make their own corrections.

Grade 4b

Teachers will find, in any reading-lesson, examples of forms that may be used for purposes of study, by close examination, by discussion, and by copying. These may be used also for dictation and for memory writing. Some such study should be made each day. These forms, by the constant use of models, will become strongly impressed upon the minds of the children, who will acquire the habit of using them correctly in their compositions. Errors in the use of these forms, in compositions, should be noticed by the teachers, and the pupils should make their own corrections.

In this grade, attention should be given to the following forms:

1. Capitals.

- (a) Beginning a sentence.
- (b) Initial letters of names.
- (c) Initial letters of all proper nouns.
- (d) Initial letter of each line of poetry.
- (e) In titles of composition.

2. Punctuation.

- (a) Period whenever used.
- (b) Interrogation-point.
- (c) Comma, when separating parts of a sentence, when used with a quotation, and when used between words in series.

3. Abbreviations and Contractions.—Those found in reading-lessons, in arithmetic, and in geography.

4. Word Forms.

- (a) Plurals of nouns ending in "s," "es," and "ies"; common irregular plurals.
- (b) Modifications of the personal pronouns.
- (c) Singular possessive of nouns.
- (d) Singular and plural of common verbs in agreement with subject in the present tense.

5. The Sentence.—Pupils should realize the essential feature of a sentence.

6. The Paragraph.—Pupils should learn the essential principle of a paragraph—that there should be relation in thought between the sentences of a paragraph. Each sentence should be distinct.

Grade 5a**I. COMPOSITION****1. Narrative.**

- (a) Study of model. Select a simple narrative from reading-lesson or supplementary reader, historical or biographical. Call attention to number of sub-topics and paragraphs; to the sequence of events or facts stated; to the conditions, environment, or place of the story; to the characters mentioned. Discuss them briefly and to the point. Write headings on board.
- (b) Pupils tell the story orally, following the outline.
- (c) Pupils write the story in brief sentences, paragraphing according to sub-heads.
- (d) Some pupils read their compositions for comment.

2. Descriptive.

- (a) Study of a good model of description, testing all of the points by examination of the object, if possible. Such model may have been written by the

teacher, after examination and discussion of the object.

- (b) Study of an object, with note of points to be mentioned in the description. Write points on board.
- (c) Pupils describe orally the object, following the outline on board.
- (d) Pupils write the description, according to outline, in short sentences, observing the paragraphing.
- (e) Some pupils read their compositions for comment and discussion.

3. Letter-Writing.

- (a) Study of a good model in reading-book, in language text-book, or of one prepared by the teacher. Note and discuss heading, address, salutation, signature, body of letter, subject-matter, sequence of points mentioned.
- (b) Pupils copy the model.
- (c) Pupils write the model from memory or from dictation.
- (d) Pupils write original letters, after good models have been successfully taught.
- (e) Pupils fold letter-paper, and address envelopes.

Suggestions

Any of the parts of a letter, or the address on envelope, may be used as copying and dictation exercises.

II. SENTENCE-STUDY

1. Typical Sentences.

- (a) Study of a model sentence. Observe and discuss the essential parts—the subject and predicate; discuss also sentences containing an object.

- (b) Pupils copy the model sentences. Observe the capitals and punctuation, and note whether the sentence is declarative or interrogative.
- (c) Pupils write models from memory and from dictation.

Suggestions

Occasionally select good simple models from the reading-lesson for study, calling attention (1) to what the sentence is about, and (2) to what is affirmed or asked. If the essential features are noticed, no other parts need be mentioned. Occasionally, longer or more difficult sentences may be studied to find the subject, predicate, and object.

Select suitable models to be used for review and tests. When errors in sentences occur in compositions, pupils should be referred to models, and directed to correct their errors by such reference. While pupils are learning to write in complete sentences, other technicalities should be deferred until the appropriate time.

2. Capitals and Punctuation.—By this time, pupils should be able to use capitals and simple punctuation correctly. Examination of dictation, memory, and composition exercises will reveal prevailing errors. Such errors should call for typical models; for example, the use of the comma, interrogation-points, etc., which should be given as copy, or as memory or dictation exercises, until the correct use is mastered.

3. Word-Study.

- (a) Spelling of nouns in singular and plural; spelling of nouns in common use, especially those ending in *s*, *x*, *z*, *sh*, and soft *ch* and *y*.
- (b) Spelling of verbs in singular and plural in agreement with their subjects.
- (c) Spelling of possessives in singular and plural; use of apostrophe.
- (d) Spelling of proper names; use of capitals.

(e) Study of prefixes and suffixes.

(f) Study of meaning of words from their connection.

This study should be confined to words in common use.

Suggestions

Teachers should call attention to good models when found in reading-lessons. It would be well to keep models of all type forms on charts, for ready reference when pupils are writing compositions, or correcting their errors. Words studied under these heads should be in sentences or phrases.

In this grade and in 5b the object should be to have the pupils become so familiar with the common use of words studied, that they will use them correctly. The use of synonyms and definitions should be deferred to later grades. Teachers should be satisfied if pupils use correctly the words and phrases of the author, and should not insist on the children substituting their own words to express the same idea. Choice new words and phrases should be incorporated into the conversation of teacher and pupils until the habit of using them becomes established. The oral use will be acquired before the written use, and in greater measure; but the written use should also be encouraged.

Teachers should note prevailing colloquial errors made by the pupils in speech and in writing. The correct forms of such expressions should be written on charts, and these should be in view of the pupils in the class-room, as models for correct speaking and writing, until their habitual use has become established. Pupils will be interested to see how soon these charts may be stored away as having been mastered.

Grade 5b

The outline and suggestions given for Grade 5a may be used also by teachers in Grade 5b. The work will be the same in kind. Some addition to the technical forms used may be made.

I. COMPOSITION

1. Narrative.—Stories from reader and from elementary histories; fables about animals, and others told by the teacher. The selection of stories should be carefully made.

2. Descriptive.—Accounts of animals; beasts, birds, fishes, etc., or pictures of the same.

3. Letter-Writing.—Personal letters, and letters relating the experience of pupils.

Method

- (a) Study of models in respect to form, content, and sequence of points.
- (b) Copy of models.
- (c) Dictation or memory writing.
- (d) Writing from outline, based upon models used.
- (e) Corrections by pupils, by reference to models and to type forms.

II. SENTENCE-STUDY

1. Typical Sentences.—Simple sentences, declarative and interrogative; subject; predicate; object; attribute; chief word of each part; modifiers, adjective and adverb.

- (a) Study of the model. Observe and discuss each part.
- (b) Copy of model.
- (c) Write from memory and from dictation.
- (d) Write original sentences to illustrate.
- (e) Find and discuss sentences in reading-lessons, with reference only to the parts indicated above, and for the sense rather than for the grammatical form.

2. Capitals and Punctuation.—As in previous grades.

3. Word-Study.

- (a) Spelling (as in Grade 5a); also some plurals without *s*; as, "men," "women," "children," "oxen," "mice."
- (b) Verbs as modified by tense; as, "run, ran," "go, went," "jump, jumped," etc., always in sentences.
- (c) Possessives, singular and plural.

- (*d*) Personal pronouns in the nominative, objective, and possessive cases; as, "I, me, my," "he, him, his," etc., always in sentences.
- (*e*) Adjectives and corresponding adverbs, always in sentences.
- (*f*) Prefixes and suffixes.

Suggestions

These word-studies are to be taken as parts of sentences, and are not to be classed as parts of speech. Teachers should keep models on charts, for ready reference. As these words occur very often in compositions, and are more frequently misspelled than other words, frequent tests of typical phrases and sentences should be made.

Grade 6a

I. COMPOSITION

1. Subject-Matter.

- (*a*) Biography. A typical biographical sketch should be studied and written.
- (*b*) History.
- (*c*) Geography, descriptive of places and people studied.
- (*d*) Literature. Good subjects for study and reproduction may be selected from reading-lessons.
- (*e*) Current events, one or more subjects of public interest.

2. Letter-Writing.—Business, social, and personal letters. Attention should be given to (1) heading, (2) address, (3) salutation, (4) ending, (5) body of letter, (6) folding, (7) address on envelope.

Method

- (*a*) Study of good models. Attention in composition should be given to (1) title, (2) outline, (3) paragraphs.

- (b) Copying of models.
- (c) Writing from dictation and from memory.
- (d) Writing similar original composition or letter.
- (e) Correction by pupils, by comparison with model.

II. LANGUAGE-FORMS

1. Sources of Language-Forms

- (a) Reading-books. Models of form of paragraphs, of sentences, of punctuation, of parts of sentences, of parts of speech, of modifications of word forms, may be found in daily reading-lessons.
- (b) Language text-books. The language-books on the supply-list for teachers' use contain all the necessary progressive language-forms to be used. One author should be followed throughout a department.
- (c) Pupils' compositions. The teacher will always find in the compositions written by the pupils errors that will suggest the forms that need to be taught.

2. Forms to be Mastered.

- (a) Paragraph—the subject, the related sentences on the subject.
- (b) Sentences—a simple sentence, subject, predicate, object, attribute, word-modifiers; a compound sentence—its parts, connecting words; punctuation.
- (c) Parts of speech: (1) nouns, proper and common, singular and plural, possessives; (2) verbs, singular and plural, in agreement with subject; (3) adjectives; (4) adverbs, how formed from adjectives; (5) conjunctions; (6) pronouns, personal, singular and plural, nominative, objective, and possessive cases.
- (d) Word-study. Same as in previous grade.

Method

- (a) Study of model, examination and discussion of model in print or on blackboard, analysis of form.
- (b) Copy of model.
- (c) Write from dictation.
- (d) Write from memory, or compose similar forms.
- (e) Use in composition; remember to write it correctly.
- (f) Corrections by comparison with model.

III. MEANING AND USE OF WORDS

Words taught under the title "Meaning and Use" are not to be assigned as a lesson until the pupils have become familiar, by reading or study, with such words in their proper relation.

Suggestions

New words should be taught from the text in which they are found, or, if they occur in the instruction and are presented by the teacher, they should be written on the board in phrases or in sentences. Pupils should acquire the common use of new words, and should avoid unusual meanings. Encourage the incorporation of new words into daily conversation.

Grade 6b

I. COMPOSITION AND LETTER-WRITING

1. Subject-Matter.

- (a) Events of current interest.
- (b) Impressions of books read; characters.
- (c) Interpretations of stories or poems.
- (d) Incidents and characters in the War of the Revolution and in the War of 1812.
- (e) Subjects descriptive of geographical features related to the grade.
- (f) Personal experiences.

Method

- (a) Study of the subject-matter by reading and discussion. A story or poem might be read to the class by teacher or a pupil, or read silently by the class, pupils making notes of points to be used in composition. Pupils should be encouraged to make notes of the story or of characters in books read. Subjects in history, after recitation and discussion, may be used.
- (b) Teacher and pupils should discuss the outlines or notes presented by pupils; they should also modify, rearrange, etc., and agree upon class outline.
- (c) Pupils should express orally, in sentences, thoughts upon the outline.
- (d) Pupils should write the composition or letter.
- (e) Teacher and pupils should correct errors.

II. MEANING, USE, AND SPELLING OF NEW WORDS

1. Subject-Matter.

- (a) Reading-lessons of the grade.
- (b) Subjects in course of study.
- (c) Compositions of the pupils.

Method

- (a) Study new words in the text; discuss meanings and derivations; construct orally sentences showing similar use; spell orally; use the dictionary. Continue word-study as in previous grades, also the study of prefixes and suffixes. Begin study of root-stems.
- (b) Write from dictation and from memory.
- (c) Use in conversation and composition.

III. GRAMMAR

1. Subject-Matter.

- (a) Typical sentences; simple and easy compound and complex sentences—
 - 1. Selected and written on blackboard.

2. As found in text-book on language.
 3. As found in reading-lessons.
 4. As found in pupils' compositions.
- (b) Parts of sentence—subject, predicate, object, attribute, adjective modifiers, adverbial modifiers, word, phrase and clause modifiers.
- (c) Parts of speech—
1. Noun, as common or proper; as in nominative, possessive, or objective case.
 2. Personal pronoun in nominative, possessive, and objective case; interrogative pronoun in nominative, possessive, and objective case; relative pronoun.
 3. Verbs, in agreement with singular and plural subjects; in present, past, and future; as active, transitive, and intransitive.
 4. Adjectives, qualifying and limiting; used as modifiers or attributes.
 5. Adverbs, of manner, time, and place; their relation to verbs, adjectives, and adverbs.
 6. Prepositions, as introducing phrases.
 7. Conjunctions.

Method

- (a) Study of typical forms; oral analysis; analysis by diagrams; logical analysis of more difficult sentences in prose and poetry, to determine the larger subjects, predicates, objects, etc.
- (b) Sentence-building, to illustrate typical parts; enlargement of sentences by addition of modifiers, etc.
- (c) Tests of construction by dictation and memory writing.
- (d) Correction of compositions by reference to model sentences and by analysis.

Suggestions

As in all grades, there should be daily exercises in dictation, memory, or composition writing. Most of the work should be brief and spontaneous, inspired by interest in the subject-matter. The complete composition to be written weekly should aim to develop and encourage readiness in writing and a love of expression. Criticism on the formal side should be subordinated. The monthly set of compositions to be criticised by the teacher should call for the application of the formal language-lessons of the grade. The grammar exercises should bear the brunt of the formal criticisms.

Grade 7a

I. COMPOSITION AND LETTER-WRITING

1. Subject-Matter.

- (a) Subjects of current interest in the city.
- (b) Subjects from the literary reading of the grade, as characters, events, descriptions.
- (c) Events in lives of Americans prominent as statesmen, or as leaders in business life, during the period covered by course of study in history; historical subjects of importance in our national history.
- (d) Subjects from the industrial and commercial geography of the grade.

Method

- (a) Study of the subject-matter by reading, by examination of illustrations, and by recitation or discussion.
- (b) Preparation of outlines from notes taken by pupils during reading and discussion.
- (c) Oral composition from outlines.
- (d) Written composition or letter from outlines.
- (e) Criticism and correction.
- (f) Rewriting, when necessary.

II. MEANING, USE, AND SPELLING OF WORDS

1. Subject-Matter.

- (a) From reading-lessons of the grade.
- (b) From subjects of the course of study.
- (c) From newspaper reports of current events.
- (d) From pupils' compositions.

Method

- (a) Study words in the text; discuss meaning and use, derivation and formation; consult the dictionary; follow plan of word-study as in previous grades; trace origin of common words to other languages, as Latin and German; compare synonyms as to meaning and use; compare words of similar meaning; compare words of opposite meaning.
- (b) Write from dictation and from memory.
- (c) Compare sentences to illustrate.
- (d) Incorporate words and phrases into conversation and compositions; study figures of speech, as, simile, metaphor, personification.

III. GRAMMAR

1. Subject-Matter.

- (a) Typical sentences; simple, compound, and complex—
 - 1. Written on board by teacher.
 - 2. From language text-book.
 - 3. From reading-lessons, prose and verse.
 - 4. From compositions of the pupils.
- (b) Parts of sentences; subjects, simple and compound; predicates, simple and compound; objects, simple and compound; attributes, predicate nouns and adjectives; modifiers, words, phrases, clauses; parts of phrases and of clauses; relation of clauses.

(c) Parts of speech—

1. Nouns, proper, common, abstract; case; number; gender.
2. Pronouns, personal, interrogative, relative; modifiers of gender; number; case.
3. Verbs, regular, irregular; transitive, intransitive, neuter; active, passive; present, past, and future tense; all modes; participles.
4. Adjectives, qualifying, limiting, numeral; modifications of degree and opposites.
5. Adverbs, of manner, place, time, degree.
6. Prepositions.
7. Conjunctions.
8. Interjections.

Method

- (a) Study of typical forms; oral analysis; analysis by diagrams; logical analysis of more difficult sentences in prose and poetry, to determine the larger subjects, predicates, objects, etc.
- (b) Sentence-building, to illustrate typical parts; enlargement of sentences by addition of modifiers, etc.
- (c) Tests of construction by dictation and memory writing.
- (d) Correction of compositions by reference to model sentences and by analysis.

Suggestions

As in all grades, there should be daily exercises in dictation, reproduction from memory, or composition writing. Most of the work should be brief and spontaneous, inspired by interest in the subject-matter. The complete composition to be written weekly should aim to develop and encourage readiness in writing and a love of expression. The monthly set of compositions to be criticised

by the teacher should call for the application of the formal language-lessons of the grade. Criticism on the formal side should be subordinated. The grammar exercises should bear the brunt of the formal criticisms. There should be daily work on progressive models of form illustrating the construction of sentences and parts of sentences.

Grade 7b

I. COMPOSITION AND LETTER-WRITING

1. Subject-Matter.

- (a) Events of current interest found in general news.
- (b) Subjects from literary reading.
- (c) Topics from history, geography, and science.
- (d) Business correspondence.

Method

- (a) Study of subject-matter, with note-taking; discussion.
- (b) Preparation of outline for narrative, descriptive, and imaginative writing.
- (c) Writing of brief compositions on informative subjects, with special reference to the thought to be expressed. One complete essay, at least, should be written each month.
- (d) Criticism and writing.

II. MEANING, USE, AND SPELLING OF WORDS

1. Subject-Matter.

- (a) From reading-lessons of the grade.
- (b) From subjects of the course of study.
- (c) From newspaper reports of current events.
- (d) From pupils' compositions.
- (e) From text-book on language.

Method

- (a) Study words in the text; discuss meaning and use, derivation and formation; consult the dictionary; continue word-study as in previous grades; construct words; trace roots of English words to other languages, and make careful comparison of English and foreign languages; compare synonyms as to meaning and use; compare words of similar meaning; compare words of opposite meaning.
- (b) Study figures of speech; as, hyperbole, apostrophe, allegory, metonymy. Pupils should copy in notebooks or on charts, and commit to memory, good examples of figures of speech, when found in literature.
- (c) Write from dictation and from memory.
- (d) Compare sentences to illustrate.
- (e) Incorporate words and phrases into conversation and compositions.

III. GRAMMAR

1. Subject-Matter.

- (a) Typical sentences; simple, compound, and complex—
 - 1. Written on board by teacher.
 - 2. From language text-book.
 - 3. From reading-lessons, prose and verse.
 - 4. From compositions of the pupils.
- (b) Parts of sentences; subjects, simple and compound; predicates, simple and compound; objects, simple and compound; attributes, predicate nouns and adjectives; modifiers, words, phrases, clauses; parts of phrases and of clauses; relation of clauses; phrases and clauses used as subject, object, or attribute of sentence.
- (c) Parts of speech—
 - 1. Nouns, proper, common, abstract; case; number; gender.

2. Pronouns, personal, interrogative, relative; modifiers of gender; number; case.
3. Verbs, regular, irregular; transitive, intransitive, neuter; active, passive; complete tenses; complete modes; participles.
4. Adjectives, qualifying, limiting, numeral; modifications of degree and opposites.
5. Adverbs, of manner, place, time, degree.
6. Prepositions.
7. Conjunctions.
8. Interjections.

Method

- (a) Study of typical forms; oral analysis; analysis by diagrams; logical analysis of more difficult sentences in prose and poetry, to determine the larger subjects, predicates, objects, etc.
- (b) Sentence-building, to illustrate typical parts; enlargement of sentences by addition of modifiers, etc.
- (c) Tests of construction by dictation and memory writing.
- (d) Correction of compositions by reference to model sentences and by analysis.
- (e) Selection of passages from literature to illustrate application of rules of syntax.

Suggestions

As in all grades, there should be daily exercises in dictation, reproduction from memory, or composition writing. Most of the work should be brief and spontaneous, inspired by interest in the subject-matter. The complete composition to be written weekly should aim to develop and encourage readiness in writing and a love of expression. The monthly set of compositions to be criticised by the teacher should call for the application of the formal language-lessons of the grade. Criticism on the formal side should be subordinated. The grammar exercises should bear the brunt of the formal criticisms. There should be daily work on progressive models of form illustrating the construction of sentences and parts of sentences.

The following scheme of study in word-building was prepared by a committee of principals.

Grade 4a

Prefixes		Suffixes	
re	return	y	honesty
semi	semicircle	er, or	builder, collector
ante	antedate	age	bondage
dis	dishonest	ful	truthful

Grade 4b

un	unjust	an, ian	republican
ad, ac, ag, etc.	adjoin, accede	dom	kingdom
con	consent	ent, ant	president, attendant
inter	interrupt	ly	friendly
mis	misjudge	ship	clerkship

Grade 5a

a, ab, abs	avert, absent	less	hopeless
sub	suspend	let	ringlet
in	inaction	en	wooden
ex, e	except, eject	al	social
trans	transfer	fy	certify
anti	antislavery	ion	protection

Grade 5b

de	deduct	able, ible	blamable, contemptible
circum	circumscribe	ic, ical	gigantic, cubical
under	underrate	ate	delegate
pre	present	ance, ancy	ignorance, constancy
pro	protect	ise, ize	criticise, fertilize

Grade 6a

Review of all previous grades

Prefixes		Suffixes	
super	superfine	ery, ry	scenery, pantry
be	benumb	some	gladsome
bis, bi	biped	ness	tenderness
syn, syl, sym	synopsis, syllable, sympathy	hood	childhood

Grade 6b

Review of previous grades with the following roots

cap, capt, cip, cept
 ced, cess,
 claud, claus, clud

Grade 7a

corp, corpo	jac, ject
dict	leg, lect
fact	franz, fract

Grade 7b

met, miss	scrib
mov, mot	tract
rupt	tend, tens, or tent

THE VARIOUS PHASES OF LANGUAGE-TEACHING

BY SARAH LOUISE ARNOLD

Language has a double task to perform. It enables us to express our own thoughts and feelings, and by its aid the thoughts and feelings of others are communicated to us. Training in language, therefore, involves two essential lines of work—teaching pupils to express their own thoughts, and training them to interpret the language of others.

There are various means and methods by which this training may be accomplished. A clear recognition of the main purpose will enable the teacher to secure the right proportion of the different phases of study and practice which help to make up this complex training. Teaching in language may be as simple and definite as teaching in arithmetic, if the desired results are clearly comprehended by the teacher, and lessons are assigned with a view to securing definite knowledge or special training.

In discussing the courses of study in language, we must separate the two phases of the work, although in practice they can never be entirely distinct. The pupil, while learning to express himself more clearly, also gains in interpreting the language of others; and a careful study of the words of another reacts upon his own power in the use of language. The two types of work really proceed hand in hand in a well-balanced course.

Training in the expression of thought by means of language

necessarily assumes several different phases. Among these may be enumerated: first, getting thought to express; second, practice in free oral expression for the sake of facility; third, imitating the correct forms of expression in order that they may become habitual; fourth, exercises to increase the vocabulary (1) through gaining new ideas, and (2) through exercises which give practice in expressing these ideas, and therefore bring into use the new words; fifth, the development of taste through the study of pleasing and appropriate types of expression. All these phases are essential to proper training in oral expression.

It is obvious that the essential element in the language-lesson is, that the child should have something to say. Much language-teaching is fruitless because this foundation is omitted. Every child comes to school with a certain outfit; he knows something, little or much. He has certain interests, certain tendencies, and, if he were entirely free to express himself in his own language, would have some facility in telling what he knows. It is essential that the teacher should know her pupils well enough to discover their individual fund of knowledge, because she must build upon this individual experience.

The children are already prepared to talk about that which they know, but they cannot be left here; they must be led on to know more and better things. Therefore, the teacher must not merely know the individual experience of the children; but she must also be able to estimate the knowledge which is common to the class, "the average attainment," if we may use the term, so that she may be able to lead the class to a new and common experience which can be added to the old. For example, the children by the seashore are ready to talk about the sea, but do not know of the mountains. The children in the mountain district know of the life of the farmer, of the woodsman, of the hunter, but are not familiar with the life of the fisherman. The child in the city is

familiar with the streets, the brick pavement, the towering buildings, the shops, the fire-alarm, the police-patrol, but has little notion of trees and fields, of brooks and birds.

The child's vocabulary is that which expresses his experience; it is a key to his experience. Increase and modification of the vocabulary mean introduction of a new experience. Observation-lessons, field-lessons, study of pictures, story-telling, conversations about familiar places and things—all these disclose the child's present fund of knowledge, and lead him into a wider field. He visits the blacksmith's shop, and adds to his vocabulary the words which express the new ideas which he has gained. A ride into the country; a trip across the ferry; a visit to the baker; observation of the canary, the English sparrow, or the dove; a lesson upon the fruits or vegetables displayed in the market; the study of the picture which portrays another type of life than his own—these exercises, familiar in every school under the name of "object-lessons," are really the essential language-lessons. It is idle to expect the children to understand the words of the reading-book, the geography, or the history, which describe a foreign experience, until they have been led by such steps as these into the larger world which is portrayed for them in these pages.

Similar objective teaching is also essential to the interpretation of the language of another. It should not be forgotten that the child interprets and understands that which, in some degree, is akin to his own experience. If he has never seen snow or ice, he will hardly understand the description of a glacier. If he has spent his little life cooped up in a city street, and hemmed in by brick walls, he will have little conception of the green meadows, the fertile valleys, or the wide prairies which the poet paints, or which the simpler pages of his geography describe. The art of interpretation, as well as the art of expression, requires us to lead the children to new knowledge through widening their experience.

There is this difference, however, between the two phases of the work. In one, the *object* appeals to the child, and presents to him the new idea which demands expression. The order is, object, then word. In the other, the *word* appears before him with its mystic meaning, and the object is called into his experience in order that he may understand the word. We say that we explain the meaning of the word, the sentence, or the paragraph, when we tell the child what it means to us. We really explain, only when we introduce into his experience the unfamiliar idea for which the word stands. This objective teaching is indispensable as an element of language-training; and where the experience of the child is limited, and the home teaching has been meagre, this element must predominate in the primary language course. In order to secure even the mastery of the word, the idea must be made a part of the experience of the child. It is the word which is continually employed which is remembered. The form that is necessarily used in the expression of the child's own thought becomes his habitual tool. The presentation of new thoughts and new things should go hand in hand with the presentation of new words. The child should not be expected to master a vocabulary, without being led to the experience which necessitates the use of this vocabulary.

The essential element—the something to say—having been secured, facility in expression is the next desideratum. This is secured through practice under such conditions as will lead to confidence and ease. The desire to say something should be present in this exercise. The teacher's work in this phase of her teaching is to provide the occasion for expression and to arouse the child's desire to express his thought. These exercises may be associated with the first lessons which have been described. The recital of past experience, the description of an object which is present during the exercise, the study of a picture, story-telling—all these afford opportunity for developing ease and readiness in expression.

It should be remembered that the exercise is for the purpose of training the *children* in expression, and that the teacher should, therefore, do as little talking as possible; the monopoly of the practice being given to the child. Unfortunately the opposite tendency is too common in our schools. As a rule, talking is monopolized by the teachers rather than by the children. This is fatal to development of language-power from the child's side. It is the one who talks, not the one who listens, that gains facility in expression.

While freedom in expression may be facilitated by simple conversational exercises, the practice should not be limited to mere conversation. Definite and logical questions written upon the board, or upon individual cards, should suggest to the child the order of recitation; and he should be required to recite or tell his story without assistance from the teacher, depending mainly upon the outline. The habit of complete and orderly narration and description may thus be encouraged. This habit, formed in the lower grades, will secure the facility which is too often lacking in the "original compositions" of the grammar and high school. The place for developing this power is in the oral exercises of the lower grades.

The development of correct habits of speech is the third end to be secured in language-teaching. Correctness in speech is secured purely by imitation. The child repeats the form of expression which he has been accustomed to hear. Wrong forms are fixed in this way as inevitably as the right ones. The ordinary pupils in our public schools have become accustomed to both right and wrong fashions of speech. Here, again, the teacher must study the children. She will waste no time or energy in fixing habits which are already secured, or undoing those which really do not exist, if, instead of consulting the pages of a text-book for incorrect expressions, she will make note of those which are habitual

with her pupils. Armed with this knowledge, she will direct her attention to fixing the forms of speech which the children have not yet mastered. There is one method, and one alone, which must be followed in this training: the correct form must be set before the children as a pattern, and innumerable exercises must be provided in which the children are obliged to repeat this form. In a word, the teacher presents the pattern and occasions for practice. These exercises will be effective in proportion as they are natural and simple. If the child finds it necessary to use the correct form in the expression of his own thought, he will readily master it. If, on the other hand, this exercise is confined to text-book drill in the expression of other people's thoughts, his progress will be slow and difficult. Oral games which involve the repetition of a correct form of speech are most effective in primary grades, and even in the fourth and fifth years. A game which necessitates the repetition of the correct form a hundred times over is much more effective than the mechanical filling of blanks.

The ordinary errors of speech are not so manifold as is commonly supposed. They are confined to a few flagrant sins of commission—failure to make the verb agree with its subject (an error which is liable to occur in the third person singular of the present tense and very frequently with the auxiliaries *is*, *are*, and *were*); mistakes in the use of the tense form of verbs (liable to occur only with a few strong verbs in common use); the double negative; the case form of the pronouns. Against these we must make war; but the correction of the minor mistakes in English we may leave until the pupil comes to the years of discretion, when the study of English grammar and rhetoric is introduced. If we overcome these common faults in the lower grades, we shall do well; and we shall readily overcome them, if we confine our work to correction of the graver faults. Point out the errors, and present the correct fashion. Afford natural and simple occasions for

correcting the common errors, brighten the practice with occasional games, and the work is done.

The fixing of the correct form in written work must proceed on the same principle and along the same lines. It presents more difficulties, because spelling, punctuation, capitalization, and management of pen, paper, and ink—all must be remembered by the child. It is wise, therefore, to secure some facility in oral expression before the added difficulty of writing is presented, and to acquire the mastery of the customs of writing by degrees, instead of imposing many tasks at once. The presentation of a correct pattern, and abundant practice in copying, ought to result in good written work; but the pupil's active coöperation in the work should be secured first of all. Show him that it is worth while to know how to write a letter; that no one can communicate his thoughts to an absent friend without this power; that certain customs are followed in writing, for the sake of convenience; that every one who writes learns to follow these customs; that a little careful practice will make him master of these forms, so that he need not think about them in writing any more than he thinks when he lifts his hat in greeting a friend. Having aroused his desire to do the work, having shown him that the practice is really of use to him, then secure earnest attention and accurate copying. A correct pattern, accurate seeing, a perfect copy, and patient practice—these are the essential elements. By such means, children in the first grade should master the use of the capital at the beginning of a sentence, of the period at the end, and of the interrogation-point. The second grade should add the use of the apostrophe in contractions and perhaps in singular possessives, of capitals in proper names, and the beginning of letter-writing in easy informal notes. The third grade should continue the practice with capitals, periods, interrogation-points, apostrophe, and simple, childlike, friendly letters written in imitation of a model, and neatly ad-

dressed. The use of the quotation-mark, even, in unbroken quotations, may be introduced. In the fourth grade the use of the textbook gathers together and reviews the practice of the primary grades, increases letter-writing, calls for original paragraphs and the writing of poems from memory, and fixes the use of the quotation-mark. The use of the exclamation-point may be added in the fifth grade, and the use of the comma in series; the study of the paragraph may begin; and stories or descriptions may be written from outline.

Success in the work will depend not so much upon the quantity of the practice as upon its character. If the pupil's interest is awakened, and the habits of painstaking, care, and attentive work are developed, all will go well.

More can be gained by correcting one point at a time than by covering the pupil's page with blue pencil-marks so that the original form is obscured, and setting the pupil to copy corrections which the teacher has made. The teacher who leads the child to correct a single error by his own effort has done more for him than if she had marked and corrected a hundred mistakes herself. He must participate in the work, recognize the fault, and learn to apply the remedy. If we work for one thing at a time, we shall secure something. We never do master twenty things at once.

The work in language thus far outlined has included the thought-getting, the increase of vocabulary, the development of correct habits of speech and of writing, and there is left but one thing more to be presented; that is, the development of taste in the choice of words and in the fashion of expression.

Having something to say, and speaking with all due reference to the rules of grammar, we may yet say nothing which is pleasing to our hearers. A sentence of Shakespeare's, a proverb of common speech, is handed down from generation to generation, simply because it says something worth while and in the best possible

way. Our speech betrayeth us. It not only carries our message to our hearers, but it tells them something of the thoughts we think and the atmosphere in which we live. Culture, or the lack of it, is betokened by the use of language more readily than in any other way. How often our eyes have admired until our ears have heard the uncouth word or the crude expression! If it is true that the teacher's work in reading is not merely to teach the child to read, but to love to read good books, then it is also true that her work in language should be, not merely to teach the child to speak correctly and to have something to say, but to express his thoughts in the most fitting language and to appreciate and enjoy that which is most beautiful in expression. The child who instinctively turns to "Snowbound," "The Ancient Mariner," or a play of Shakespeare's, if you please, instead of to the dime novel, has in his possession a gift which the schools may well be proud to bestow. His life is enriched by his love of the beautiful and the good. It is the task and the privilege of the teacher of language, rather the teacher of children, to lead them to love the fitting expression and the beautiful thought. The development of taste in language means the development of the child; for his words express him.

As an aid to such development, exercises which familiarize the children with good literature should accompany the more formal work in language. Good stories, fables, poems, should be read to the children, and made the subject of conversation; should be recited by them; should appear again and again in reading-lesson and in language-lesson, until they are able to read good books for themselves. Then good books should be placed within their reach, and opportunity for reading should be afforded, in order that they may love good literature, and instinctively choose it, by the time they are left to independent choice. The atmosphere of good books should be about them. The stories which are the heritage of the world should be shared by them. We shall know that our

work has been effective when allusions to the story or the poem, or to chance phrases from the book which has just been read, appear in the conversation of the children. This will mean, not simply that words have been added to their vocabulary, but that their thoughts have grown, and their taste as well.

These are the phases of language-teaching which must appear in every well-ordered course of study. For device and detail, the teacher should be left absolutely independent, so long as she does not transgress the main principle of her art. "Shall she teach this poem, or that?" That depends upon the history of her class, upon her own interest, taste, or liking. There are so many good things, she may well be left free to choose among them, so long as she gives the children material suited to them, and leads them by definite and thoughtful steps along the right path.

No one part of this training can be substituted for another. We cannot say, "I will teach words instead of things," and thus succeed in teaching words. We cannot say, "I will teach form without reference to the child's experience," for the form will not be mastered. Even the formal one will be wanting, if the work is thus dismembered. We cannot say, "I will secure facility in expression, and disregard form"; customs cannot be thus disregarded in the social world. The training in language is effective only when the various types here presented appear in their right proportion in the training of the pupils. The work is indeed complex, for it deals with the varied experience of the life of the child; but it is more than a work with words. Our speech betrayeth us. We must not forget that we are teaching, not language, but children.

ANALYSIS OF COURSE IN SENTENCE-STUDY AND GRAMMAR FOR GRADED SCHOOLS*

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5a—Fifth Year, First Half

SENTENCE-STUDY—Structure of easy sentences; subject, predicate, and object of the sentence; the chief word or words of each part.—By-Laws, Sec. 77

Sentences

I. What a sentence can do.

- (a) Declare.—The door is locked (*declarative*).
- (b) Command.—Ring the bell (*imperative*).
- (c) Ask.—Did you read the letter (*interrogative*) ?
- (d) Exclaim.—How beautiful this poem is (*exclamatory*) !

Drill on the above. Give one form of sentence; let children convert it into other forms until the distinction is well understood and firmly fixed.

* This article is an exposition of the course of study now in use in the Boroughs of Manhattan and the Bronx, New York City; but it is hoped that teachers outside of these boroughs may find in it material equally valuable to themselves. All rights reserved. Copyright, 1899, by Joseph S. Taylor.

2. Two essential parts:

- (a) *Subject*.—Something to tell or ask or exclaim about.
- (b) *Predicate*.—Something told, asked, or commanded. Much drill on this twofold division.

Analytic Exercises: Hyde, pp. 34, 35; * name subjects and predicates in reader.

Synthetic Exercises: Give subject, pupil supply predicate; give predicate, pupil supply subject.

3. Chief word of subject = NOUN.

- (a) Drill on nouns: common and proper. Rule for capital.
- (b) Exercises: Hyde, pp. 6, 7.
- (c) From reader make lists of common and proper nouns.
- (d) Write sentences containing common and proper nouns.

4. Chief word of predicate = VERB.

Drill on verbs:

- (a) Exercises: Hyde, pp. 34, 35.
- (b) Exercises in reader, name verbs.
- (c) Give verbs, make sentences.
- (d) Give nouns, supply verbs.

(1) Kinds of verbs: *transitive* and *intransitive*.

Exercises: Hyde, pp. 36, 37.

5. Object = NOUN.

Exercises on objects: reader; written.

* The book referred to in this article is *Practical Lessons in the Use of English. Second Book*. By Mary P. Hyde. D. C. Heath & Co. 1892. It is not intended that the volume be in the hands of children. Reference is made to it here because if teachers use its lessons as models of presentation, they will be saved from the folly of teaching grammar by the method of definition and "memoriter" recitation, into which teachers of grammar are so prone to slip.

6. Active and passive forms of sentences.

Exercises: Hyde, 37-39.

7. Simple and compound sentences.

Exercises: Hyde, 69-71.

Drill thoroughly on all of the preceding, using all *kinds* of sentences; to wit, declarative, imperative, interrogative, exclamatory, active, passive; prose, poetry; written, oral.

5b—Fifth Year, Second Half

SENTENCE-STUDY—Structure of easy sentences; subject, predicate, and attribute of sentence; the chief word or words of each part and their modifiers.—By-Laws, Sec. 77.

1. Review 5a.

1. What a sentence is.
2. What a sentence does: declares, asks, commands, exclaims.
3. Two essential parts: subj. ; pred.
4. Chief word of subj. = noun: common; proper.
5. Chief word of pred. = verb: transitive; intransitive.
6. Object = noun.
7. Active and passive forms.

2. New.

1. Modifiers of nouns = ADJECTIVES. Exercises:
Hyde, 23-26.
(a) Oral and written drill on sentences with adjective modifiers of subject and object.
(b) Comparison of adjectives. Hyde, 27-29.
2. Adjectives that complete predicates = ADJECTIVE ATTRIBUTES.
(a) Hyde, 39, 40; drill, oral and written; reader.
Supply adjectives, use them as att.; supply predicate with att., give subject, etc.

3. Nouns that complete predicates = NOUN ATTRIBUTES.
(a) Drill as in preceding. Hyde, 40, 41.
4. Adverbs: Hyde, 47-49.
(a) Drill: find in reader; construct sentences.
(b) Affirmative and negative. Hyde, 50.
(c) What adverbs modify: *verbs, adj., adv.*
Drill.
5. Analysis of sentences embodying all the preceding:
subj., pred., obj., att., adj. and adv. modifiers.
Use all kinds of sentences: dec., int., imp., ex-
clam.
Abundance of drill and thorough review.

6a—Sixth Year, First Half

SENTENCE-STUDY—Structure and classification of easy sentences;
the parts of speech completed.—By-Laws, Sec. 77.

1. Review 5a and 5b.

1. What a sentence is.
2. What it does: declares, asks, commands, exclaims.
3. Two essential parts: subj.; pred.
4. Chief word of subj. = noun: common; proper.
5. Chief word of pred. = verb: transitive; intransitive.
6. Object = noun.
7. Active and passive forms.
8. Modifiers of nouns = adjectives: comparison.
(a) Adjectives that complete a pred. = *adj. attributes.*
(b) Nouns that complete a pred. = *noun attributes.*
9. Adverbs: affirmative; negative.
(a) What adverbs modify: verbs, adj., adv.
10. Simple and compound sentences.

11. Analysis of sentences embodying all the preceding: subj., pred., obj., att., adj., and adv. mod.; all kinds of sentences—dec., int., imp., exclam.

2. New.

1. Articles—the, an, a.
2. Prepositions. Hyde, 63.
3. Conjunctions. Hyde, 66.
4. Interjections. Hyde, 68.
5. Pronouns (personal). Hyde, 22, 23.
(a) Drill, oral and written; analytic, synthetic.
6. Singular and plural of nouns. Hyde, 74.
7. Possessive of nouns. Hyde, 75.
8. Masculine and feminine of nouns. Hyde, 78.
9. Gender forms of pronouns. Hyde, 83.
10. Nominative forms of pronouns. Hyde, 85.
11. Objective forms of pronouns. Hyde, 86.
12. Possessive forms of pronouns. Hyde, 87.
13. Adjective pronouns. Hyde, 89.
(a) Drill: Let pupils learn complete list; make it very plain that these words may be adjectives or pronouns.
14. Regular and irregular verbs. Hyde, 102.
15. Participles. Hyde, 103.
16. Infinitives. Hyde, 139.
17. Relative pronouns. Hyde, 146.
18. Interrogative pronouns. Hyde, 149.
19. Phrases. Hyde, 140–143; 291 +.
20. Clauses. Hyde, 145; 301 +.
21. Complex sentences. Hyde, 305.

Analysis of sentences; also construction of original sentences; introducing each new feature as it is taught.

6b—Sixth Year, Second Half

ENGLISH GRAMMAR (with text-book)—Analysis and classification of easy sentences; classification of the parts of speech.—By-Laws, Sec. 77.

1. Review 5a, 5b, and 6a.

1. The sentence: simple, compound, complex; dec., int., imp., exc.
2. Two essential parts: subj. ; pred.
3. Chief word of subj. = noun: common; proper.
4. Chief word of pred. = verb: trans.; intrans.
5. Object = noun.
6. Active and passive forms of verbs.
7. Modifiers of nouns = adjectives.
 - (a) Comparison.
8. Words that complete pred.
 - (a) Adjective attributes.
 - (b) Noun attributes.
9. Adverbs.
 - (a) Affirmative and negative.
 - (b) What adv. modify: verbs, adj., adv.
10. Simple and compound sentences.
11. Analysis of sentences embodying all the preceding: subj., pred., obj., att., adj., and adv. modifiers, all kinds of sentences: dec., int., imp., exc.
12. Articles, prepositions, conjunctions, interjections.
13. Personal pronouns.
14. Singular and plural nouns.
15. Possessive of nouns.
16. Masculine and feminine of nouns.
17. Gender forms of pronouns.
18. Nominative forms of pronouns.

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19. Objective forms of pronouns.
20. Possessive forms of pronouns.
21. Adjective pronouns (or pron. adj.): complete list.
22. Regular and irregular verbs.
23. Participles, infinitives.
24. Relative and interrogative pronouns.
25. Phrases and clauses.
26. Complex sentences.
27. Analysis of sentences embodying above.

2. New.

1. Nouns: proper, common = verbal, abstract, collective.
 - (a) Drill on classification of nouns in reader.
 - (b) Case forms and rules that apply to subject, independent, possessive, object of trans. verb and prep.
2. Pronouns: personal, relative, interrogative.
 - (a) A complete list of each class.
 - (b) *As* is a relative when it follows *such*, *many*, or *same*.
 - (1) Take *such as* you like.
 - (2) Take *as many as* you like.
 - (3) These are the same *as* yours [are].
 - (c) Arrange with number, gender, and case forms = *declension*.
 - (d) Give also compound forms of each pronoun.
 - (e) Agreement of pronoun with antecedent in gender, person, number.
 - (1) Much drill on above, oral and written.
3. Adjectives: common, proper, numeral, pronominal, participial, compound (what these classes are will depend upon the text-book employed).
 - (a) List of each kind.
 - (b) Drill on classification, oral and written.

- (c) Comparison of classes that admit comparison: two methods.

4. Adverbs: time, place, degree, manner.

(a) Short list of each.

(b) Comparison of adverbs.

Drill.

5. Verbs: (a) As to form = reg., irreg., red., defec.;
(b) as to use = act.-trans., act.-intrans., passive, neuter (here again the classes will vary with different authors).

(1) Much drill; oral and written.

(2) Number of verb; person of verb.

(3) Agreement of verb with subject.

6. Participles (great variation is found in the classification of various authors; hardly two agree):

	Active	Passive
<i>Present,</i>	striking,	being struck.
<i>Past,</i>	———	struck.

Past perfect, having struck, having been struck.

(a) Note that the past has no active.

(b) Note that intransitive verbs can have no passive participles, because only transitive verbs can be passive.

(c) Drill on writing and naming participles of many verbs until the subject is thoroughly understood.

(d) Use of participles as nouns and adj.; as subj., obj., att., etc.

Drill.

7. Conjunctions: coördinate, subordinate.

(a) Show that coördinates join members of compound sentences.

- (b) Show that subordinates join members of complex sentences.
- (c) Lists of each; drill.
- 8. Prepositions: list.
- 9. Phrases: (a) as to form: prep., inf., part.; (b) as to use: subj., obj., adj., att., adv., explan., ind. Drill on writing and recognizing.
- 10. Clauses: subj., obj., att., adv., explan., ind. Drill.
- 11. Pupils to be trained to say all they know of a sentence or word without being questioned.

7a—Seventh Year, First Half

ENGLISH GRAMMAR—Analysis and classification of simple, compound, and complex sentences; classification and modification of the parts of speech; the rules of syntax in connection with the criticism and correction of compositions.—By-Laws, Sec. 77.

1. Review 5a, 5b, 6a, 6b.

- 1. The sentence: classes as to form, 3; as to use, 4.
- 2. Two essential parts: subj., pred.
- 3. Chief word subj. = noun: classification of nouns.
- 4. Chief word of pred. = verb: classification of verbs:
 - (a) As to form, 4; as to use, 4.
 - (b) Agreement of verbs.
- 5. Object = noun or pronoun; word, phrase, or clause.
- 6. Modifiers of nouns = adj.-word, phrase, clause.
 - (a) Adj. att. (to complete pred.).
- 7. Nouns that complete pred. = noun. att.
- 8. Adverbs: classes, 4; comparison.
- 9. Articles, prepositions, conjunctions (2 classes); interjec.

10. Pronouns: 3 classes; list of each, with declension and compounds (see 6b on "as").
 - (a) Number, gender, and case forms.
 - (b) Agreement.
11. Number, gender, and case of nouns.
12. Participles: complete classification (see 6b); used as nouns and adjectives; subj., obj., att., etc.
13. Infinitives.
14. Phrases: 7 kinds.
15. Clauses: 7 kinds.
16. Adjectives: 6 classes; lists; comparison.
17. Prepositions: list.
18. Articles.
19. Conjunctions: 2 kinds = coördinate; subordinate.
Pupils trained to tell all that they know of a word or sentence without being questioned.

2. New.

1. Nouns: classification.
 - (a) Modifications.
 - (1) Gender, 3; dif. between gender and sex; 3 ways of indicating sex.
Drill.
 - (2) Person, 3.
 - (3) Number, 2; rules for forming plural.
Drill.
 - (4) Case, 3; declension.
2. Adjectives: review classes and comp.; rules for comp.
3. Pronouns: review classes and lists.
 - (a) Modifications = gender, person, number, case.
 - (b) Declension; compounds (review).
4. Verbs: review classes.
 - (a) Modifications = mood, tense, person, number.

- (b) Conjugation.
- (c) List of irregular verbs.
- (d) Drill on progressive, passive, negative, and interrogative forms of conjugation.
- (e) Drill on synopsis of verb forms.
- 5. Review of participles and infinitives: classes and uses.
- 6. Adverbs: review classes, lists, comparison.
- 7. Conjunctions: review classes and lists.
- 8. Prepositions: extend list.
- 9. Interjections.
- 10. Rules of Syntax:
 - (a) Relation.
 - (b) Agreement.
 - (c) Government.—Explain these terms.
- 11. Parsing; analysis of all kinds of sentences.
- 12. Construction of sentences of all kinds.

7b—Seventh Year, Second Half

ENGLISH GRAMMAR—The analysis and synthesis of simple, complex, and compound sentences; the classification and modification of the parts of speech completed; the rules of syntax in connection with selected passages from the reading of the grade.—By-Laws, Sec. 77.

In general the work of this grade is a review of the 7a grade, with more attention to detail, and a consideration of the more frequent idiomatic forms of expression, many of which embody troublesome exceptions to the rules of syntax and etymology. The course of grammar, as laid down in an ordinary text-book, should be completed.

There is, however, a difference in the directions of the two grades of the seventh year, which cannot be regarded as acciden-

tal. In 7a the rules of syntax are to be taught "in connection with the criticism and correction of compositions," while in 7b the same rules are considered in relation to "selected passages from the reading of the grade." While this is an apparent violation of the pedagogical order, which demands analysis before synthesis, it is not to be assumed that either method is to be used to the exclusion of the other. In the grammatical work of all the grades, the concrete examples of the rule are shown first; then the pupil is asked to find other examples in the reading of the grade; and finally he is encouraged to embody what he has learned into his own compositions. To stop with mere analysis in any case is to make your instruction a matter of memory; the pedagogic circle is incomplete unless the pupil be required immediately to put his knowledge to the test in synthetic work. This is only another way of saying that *impression* and *expression* must go hand in hand.

FORMS OF PARSING AND ANALYSIS

The *mere* forms of parsing and analysis are in one respect insignificant in comparison with the processes themselves. Sometimes they become, however, very important, chiefly in a harmful way. If the pupil is required to bestow a large amount of consciousness upon the form of his thought, the vigor of the thought itself will suffer in proportion. Let a child say what he knows about a sentence in his own way. A recitation ceases to be a vehicle of self-expression if it has imposed upon it forms which embarrass the pupil.

In written parsing and analysis, however, some set form is demanded. This should be as simple and direct as possible, and uniform in all the grades. Otherwise much time will inevitably be wasted on *forms* which should be devoted to the study of *grammar*.

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